

**Middle School Initiative**

**PART I  
COVER SHEET**

**CAP 2 SEMESTER 1 WEEK 14**

**COURSE:** Rickenbacker Leadership Laboratory, Achievement 4

**LESSON TITLE:** Listening, counseling, and feedback

**LENGTH OF LESSON:** 50 Minutes

**METHOD:** Informal Lecture

**REFERENCE(S):**

1. *Leadership: 2000 And Beyond*
2. AFH 33-337, *Tongue and Quill, The Active Listening*

**AUDIO/VISUAL AIDS/HANDOUTS/ACTIVITY MATERIAL(S):** None

**COGNITIVE OBJECTIVE:** The objective of this lesson is for each cadet to:

1. Become aware of the art of listening.
2. Understand the methods of counseling.
3. Know what feedback is.

**COGNITIVE SAMPLES OF BEHAVIOR:** Each cadet will:

1. Learn some of the proper methods of listening.
2. Learn to apply good counseling methods.
3. Understand and utilize effective feedback during counseling.

**AFFECTIVE OBJECTIVE:** N/A

**AFFECTIVE SAMPLES OF BEHAVIOR:** N/A

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### **PART II TEACHING PLAN**

#### **Introduction**

**ATTENTION:** "The right to talk may be the beginning of freedom, the necessity of listening is what makes the right important." Walt Lippmann. A quote from Tongue and Quill.

**MOTIVATION:** Listening effectively is an art that many of us never attain. Effective listening eases lessens much of the burden of learning.

**OVERVIEW:** During our class today, we will discuss some of the methods of better listening and their effect on the learning process; what effective counseling will do for you and your subordinates; and the purpose of feedback.

**TRANSITION:** "Nature has given us one tongue, but two ears that we may hear from others twice as much as we speak." - Epictetus

#### **Body**

**MP 1** In previous sessions I have brought up the requirements for listening effectively. Essentially, they are to understand the principles of effective listening. To do this, you must remove all external influences that may detract from your listening. This could be noise that creates internal barriers to active listening, or mind wandering (daydreaming). You may hear that which is going on around you, but are you cognizant of what is happening. If the radio is on in the background, are you listening to it or just hearing the sounds that emanate from the speakers. Listening takes concentration on your part to be effective.

**MP 2** Let's take a look at some of the criteria for better listening:

- a. Do I pretend to listen?
- b. Do I seek distractions?
- c. Do I criticize the speaker?
- d. Do I judge the meaning of the speaker's message?
- e. Do I avoid difficult topics?
- f. Do I get emotionally charged up about minor points the speaker has made?

If you answered yes to three or more of these thought questions you are not applying good listening processes.

You should look for a common ground between you and the speaker. Sometimes this small, simple exercise creates an interesting challenge for you and may bridge any existing gaps that exist.

Relate the topic at hand to your own interests and translate any problem to effective listening into a personal, intellectual challenge. Effective and active listening is an exercise in critical thinking and can serve to sharpen your concentration skills. Being mentally alert to the speaker means that you have blocked out any physical distractions. You can then show the speaker that he or she has your undivided attention. Critical listening is interactive, not passive.

Do you comprehend what is being said? Are you on a common footing with the speaker? Do you allow yourself to pass judgement on what is being said before it is all said? You must get all the facts before you can effectively make any judgement on the material presented. Keep an open mind.

Listen to your speaker and try to understand where he or she is coming from and going to. Critical listening is necessary to making informed decisions.

Control your emotions. Do not build barriers between yourself and the speaker. By identifying any barriers and overcoming them you can force yourself to react properly to the speakers ideas, rather than his delivery.

Listen for the main ideas of what is said. Take effective notes. Be concise in your note taking. Do not try to write everything that is said – only the main points. You cannot write as fast as the words are spoken and you will lose too much relevant information. Go over your notes as soon as possible afterwards so that you can remember the experience and refresh your memory.

Transition: Part of your job as a NCO is that of counselor. Much of the effective listening methodology will be applied in this area of responsibility.

**MP 3** Counseling of subordinate cadets will cover any one of the three categories listed here:

a. Performance counseling deals with the improvement or maintaining performance. You see this mostly at this time in military drill. You will also see this type of counseling in outside activities where you must perform a given task and do not meet the established standards.

b. Career counseling is a method in helping subordinates achieve their goals. This type of counseling deals with the advancement of the cadet in the program.

c. Personal counseling is not reprimanding a cadet, but giving polite and encouraging guidance in the right direction.

Any counseling that is repetitious should be documented for later evaluation of the cadet.

**MP 4** Feedback is a form of interaction between you and your subordinates. You listen to them and they listen to you. The ideas that are expressed by both of you and the reactions of each is called feedback. Feedback will provide both of you with a common ground and a better understanding of what should be accomplished.

### **Conclusion**

**SUMMARY:** Today, we have covered some of the requirements for effective listening, where counseling is used, and what feedback is for.

**REMOTIVATION:** Being an effective communicator takes practice. You must be able to comprehend all that is said to you, as the receptor, and impart intelligent information to your opponent. Interaction between you should be at an equal level of understanding.

**CLOSURE:** Next week, we will do a couple of skits using some counseling methods. I would to have five of you volunteer to play parts in these skits and I will give you the script within the next week. This will give you time to prepare your role in this activity.

Finish your reading of chapter four in the leadership manual and answer all the exercise material at the end of the chapter. These will be checked next week. Class dismissed.

(Note: See next weeks lesson plan for guidance in developing counseling skits.)

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**PART III  
LESSON REVIEW**

**LESSON OBJECTIVE(S):** The objective of this lesson was to increase the communication effectiveness of each cadet in the art of listening, counseling, and interpersonal feedback.

**LESSON QUESTIONS:** Completion of chapter exercise will fulfill this requirement.